

03-023

Michigan Department of Education
Office of Special Education and Early Intervention Services
P.O. Box 30008
Lansing, Michigan 48909
Part B: IDEA 97

2003-2004 Personnel Development (PD) Mini-Grant Application

Lewis Cass Intermediate School District	County: Cass		
Address:	61682 Dailey Rd. Cassopolis	MI	49031
Superintendent:	Kevin D. Magin		
Address:	Same as above		
Business Manager:	Christine Scelzo		
Address:	Same as above		

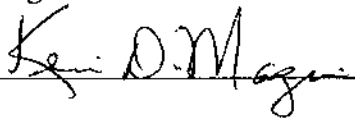
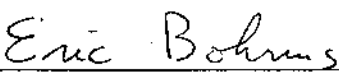
Title of Project: Life Management and Health Education through Wraparound Services for Special Education Students

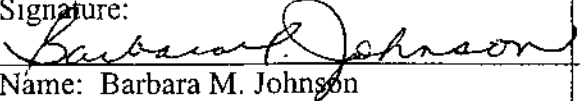
Duration: From July 1, 2003 through June 30, 2004

Project Services will be delivered by: ☐ LEA ☒ X ☐ ISA ☐ PSA ☐ Statewide ☐ Other

Amount Requested: \$5,000

Has this project been funded previously? ☒ X ☐ No ☐ Yes

Superintendent: Kevin D. Magin	Special Education Director: Eric Bohms
Signature: 	Signature: 

Special Education Service Personnel	Telephone Number: 269-445-6201
Signature: 	Fax: 269-445-2981
Name: Barbara M. Johnson	E-Mail Address: bjohns01@remc11.k12.mi.us
Address:	Same as above

Section 1: Need

1.A: Need Statement: The problems of families with special needs children in Cass County are multi-faceted and require a comprehensive approach to meeting their educational needs. We must support these families to provide a safe and stable home that nurtures their children to reach their full potential and to become lifelong learners. Out of home placements are alarmingly high in Cass County. Placement causes children to leave the least restrictive environment of their local school district. The emotional upheaval caused by the events leading up to the removal and/or the removal process directly impacts any child's educational performance, but has an even greater impact on children with special needs.

Child safety issues must be addressed in these families in all of their life domains. Special educators, general educators, ancillary staff, agency service providers, and parents need to work together in a coordinated effort to ensure that what a child is learning at home, in the community, and at school are aligned. When out of home placement is inevitable, that child needs someone that is familiar to them and with their history to ease the transition into a new school environment and to create a new "team" between school, agencies, foster home or kinship care, and the biological parents. With cuts in staffing at the Family Independence Agency, what support there once may have been for these families is now often non-existent and these children fall through the cracks. Educationally speaking, they are at very high risk for truancy, behavioral issues, and eventually high school drop out.

Families and educators alike need support through a comprehensive "Wraparound" case management intervention that builds the developmental assets of the special education children that are at imminent risk of out of home placement. Someone needs to serve in the role as "the glue" that ties all of the components of this plan together in order to improve the performance of students with disabilities. *This grant will address this need.*

1.B. Evidence and Analysis of the Need: Cass County is located in rural Southwest Michigan. The population is diverse consisting of descendants of slaves whose ancestors traveled north along the Underground Railroad, members of the Pokagon Band of Potawatomi Indians, as well as over 300 migrant families. *Data sources support the improvement needed for special education students at imminent risk of out of home placement.*

Source #1: Over 36% of our children receive free/reduced priced school lunches (Kids Count 2002, a comparison of local, state, and national data).

Source #2: (LCISD, LEA a staff/parent/community survey 2003). Some individual buildings have as high as an 80% participation rate for free/reduced priced lunches.

Analysis: Children in Cass county live in economically vulnerable families where basic needs such as food, health care, and housing are jeopardized are at higher risk of mental and physical health problems which are directly linked to their educational performance.

Source #3: A survey of local school districts in Cass County 2002 revealed the following in-school disciplinary behavior and violence problems:

LEA	#of Buildings	# of Students	# of Staff	# of Safety-Related Incidences
Cassopolis Public Schools	4	1,377	205	826
Dowagiac Union Schools	10	2,867	197	5,713
Edwardsburg Public Schools	5	2,140	252	1,070
Marcellus Community Schools	4	1,058	71	930

Analysis: Low-income youth suffer from higher rates of discipline problems in school and are more likely to be suspended, and eventually drop out. Low-income youth also participate in extracurricular activities at lower

rates and spend more than four hours a day watching television or playing computer/video games compared to higher income families.

(Source 1): In Cass County 63% more families were investigated for abuse and neglect in 2001 vs. 1990. There were 51% more confirmed victims of abuse or neglect, and most astonishing of all, 115% more children were placed in out-of-home care, 90% of whom were for abuse and neglect. (Kids Count 2002).

Analysis: Cass County's rural location, blended populace, and economic levels bring both assets and deficits that impact the educational performance of students with disabilities and their families. These factors, combined with the challenges of raising a child with special needs, places these families at especially high risk of abuse and neglect. Educators that have been in Cass County to see the children they once taught, become parents of the children currently in their classrooms, experience first hand the cycle of abuse and neglect passed on from one generation to the next and the impact it has on the educational performance of a child. Children that are removed from their homes quite often are placed in another school district, often out of county. The emotional upheaval not only of the events that led to their removal, but the trauma of suddenly living with a strange family, in a strange home, and going to a strange school only to be returned to their home and repeat this process again challenges even the very best educator to address curriculum goals amidst this storm.

Source #4: The MEAP scores in Cass County are clear evidence of the impact on academic performance. The Statewide Assessment Data results of MEAP scores and Kids Count 2002 indicate that Cass County fifth graders rank 42 of 82 counties in Michigan. Eighth graders rank 76 out of 82 counties, and the eleventh graders rank 53 of 82 counties based on performance on the MEAP test.

Analysis: American Indian students on average score 22 points lower on the MEAP. Latinos suffer a 27 point difference in this achievement gap. (Kids Count 2002) Overall, white students were about twice as likely to pass the MEAP as African American students according to an analysis of a five-year period by Standard & Poor's Beyond the Averages: Michigan School Trends. N.Y., N.Y., 97-01. This has proven true in Cass County.

1.C. Rationale for Project Design:

This project design is based on relevant research-based practices. Research by The University of South Florida Research and Training Center for Children's Mental Health found that longitudinal effects of Wraparound case management intervention resulted in significant improvement in the overall functioning of the child for those families who remained with the program for six months. The most significant improvement in child functioning occurred in the area of school functioning. This study found that this model of coordination positively affects the child's academic and school functioning as well as social and emotional functioning. Other studies have found that parenting behaviors and attitudes are significantly improved with the presence of social support, similar to the types of support offered through Wraparound. The Wraparound model has been proven to improvement the connection between schools, families, and communities in providing mental health services for children at risk of poor outcomes. (Andersen & Telleen, 1997, American Journal of Psychology, 20, 753-774).

The Wraparound model supports activities that are listed as those that promote thriving behaviors in youth according to the research of the Search Institute, 1999, A Fragile Foundation: The State of Developmental Assets among American Youth. This research indicates that the more developmental assets a child has, such as: school engagement, participation in extra-curricular activities, caring school climate, family support... the more likely they are to succeed in school, which the Search Institute defines as getting mostly A's and B's. The Institute has identified forty assets that all children need to succeed. Of over 600,000 youth surveyed, students who report having between 31-40 developmental assets are 53% more likely to succeed in school. Those with 21-30 assets are 35% more likely to succeed. Eleven to twenty assets results in 19% chance of school success. A child with ten or fewer assets has a 7% chance of success in school.

Section 2: Project Description

2.A. Description of Project Activities:

Activity	Description	TimeLine
Child & Family Team Meetings	Contact with child/family at home school, and/or in the community where a Family Service Plan is developed. Plan addresses all life domains for the special education student and his/her family. Plan is assessed and adjusted at each meeting. Meetings also serve as a forum for family and/or individual counseling and/or behavior modification. The Plan identifies specific activities to support improvement of performance of the student/s, that are supported by research such as: participation in extra curricular activities, reading for pleasure...	7/03 Weekly
Collateral Contacts	The Wraparound worker makes contact with other's in the child and families' lives such as teachers, principles, ancillary staff, agency workers, extended family, and child care providers.	7/03 Weekly
Referrals	The Wraparound worker supports the family to access supports in the community. Concrete assistance is provided such as use of cell phone to make the appointment, arrangements for transportation to and from appointments, child care for siblings during appointments... The worker may attend appointments with family to ensure follow through.	7/03 Weekly
Case Staffing and Consultation	The Wraparound worker will actively participate in and/or coordinate staffings and consultation with collateral contacts in settings that include home, school, and community agencies.	7/03 Monthly
Respite & Resources	The Wraparound worker will identify stressors in the family and coordinate existing resources in the county to alleviate that stress. If resources do not exist or are unavailable, the worker in partnership with the family will create the resource.	7/03 Weekly

2.B. Student Participation in the Project: The students that this project will benefit are children who are dually eligible for Special Education and Wraparound in Lewis Cass Intermediate School District/Cass County. Eligibility criteria for Wraparound consists of: at imminent risk of out of home placement, current arrangement is collapsing, multi-agency involvement, nothing else has worked, and the family is motivated. Cases are referred to a multi-agency Community Team which screens them against the criteria. Approximately 25 children are dually enrolled and would participate in this project ranging from grades K-12. All services will begin on 7/1/03. The frequency of student participation in project activities is generally most intense within the first six months where children and their families have a Child and Family Team Meeting weekly. The student will actively participate in developing the plan including areas that he/she may need additional support in such as tutoring, extra-curricular activities, family/community outings, behavior modification incentives... The Workers are available to the student in addition to the Child and Family Team Meetings for individual counseling, or respite activities. Wraparound services in Cass County do not have a time limit. The average family has participated for eighteen months thus allowing sufficient time with students to achieve the project goals.

2.C. Identification of Key Personnel:

Name/Title	Role	Planning	Implementing	Evaluating
Kathy Boes, CMH Clinical Director	Community Team Chair, Evaluation and Budget Committee			X
Mark Herman, Juvenile Court Referee	Community Team, Evaluation and Budget Committees			X
Barbara Johnson, LCISD Family/Children Services	Community Team, Evaluation and Budget Committees, Fiscal Agent, Supervisor to Wraparound Staff	X	X	X
Cindy Underwood, Family Independence Agency Supervisor	Community Team, Evaluation and Budget Committees			X
Linda Kosloski, General Education Edwardsburg	Community Team	X	X	X
Bob Brooks, Psych. LCISD	Wraparound Worker	X	X	
Mary Ann Geiser, MSW. LCISD	Wraparound Worker	X	X	
Pamela Swaim, LCISD	Wraparound Worker	X	X	
Dawn Adam, LCISD	Wraparound Worker	X	X	
Diane Schultz, LCISD	Clerical/Data Collection/Entry		X	X

Evidence of the frequency of collaboration with General Education, Special Education, and community agencies is documented weekly in the minutes of the Child and Family Team meetings, and bi-weekly in the minutes of the Community Team.

2.D. Alignment to the Michigan Curriculum Framework: The activities of this project are aligned to the following specific content standards with specific examples cited:

Life Management Education: #1. Demonstrate skills necessary to function in family roles and relationships which are transferable to roles and responsibilities within the workplace and community. i.e. conflict resolution skill building #4. Demonstrate responsible personal and family decision-making. i.e. exploring consequences and options in the decision making process. #5. Practice family, social, and civic responsibility, i.e. volunteering within the family, school, and community. #6. Develop a plan for individual and family wellness. i.e. Wraparound plan encompasses wellness. #10. Demonstrate the use of community resources to solve individual and family issues. i.e. Referral and access to resources are documented in meeting minutes. Health Education: #3. Practice health enhancing behaviors and reduce health risks. i.e. anger management to reduce blood pressure, and abuse.

2.E. Link to School Improvement Plan: The activities of this project are linked to the following specific goals in Lewis Cass Intermediate School Improvement Plan: 1. To collaborate with educational community agencies and resources. i.e. Wraparound Community Team 2. Provide professional development services. i.e. coaching, consultation to general and special education staff. 3. Provide quality educational services to students, educators, parents, and the community.

2.F. Specific Plan for Parent Involvement: Approximately 35 parents will be involved in the planning of this project as they are integral parts of the Child and Family Teams. They determine who will be part of their team. They identify their own strengths and needs and develop the plan based on these. Each Child and Family Team meeting serves as a forum for parents to report to the team what is going well and what needs adjusting in the plan. Parents have access to their Wraparound Workers 24 hours/day, 7 days/week, 365 days/year, therefore involvement does not end at the end of the school day or during the summer or holidays. This weekly plan adjustment is the implementation of the program activities. The parents are the “drivers” of the plan. The workers take their lead from them. Formal parent involvement in the evaluation phase includes parent panels that present to Wraparound Stakeholders, as well as customer satisfaction surveys distributed bi-annually.

3. Project Evaluation:

3.A. Link Between Project Activities and Project Evaluation:

Activity	Method of Measurement	Impact on Need
Child and Family Team Meetings	Pre/Post test to measure parent perception of support.	Comprehensive Support to families will increase by 80% after six months of participation.
Collateral Contacts	Collateral contacts will be surveyed bi-annually to determine satisfaction.	90% of Family Team members, and others involved in the students lives will report satisfaction with feeling that they are kept "in the loop" and will reveal an increase in student performance.
Referrals	Bi-annual family satisfaction survey.	Family satisfaction survey will indicate 80% satisfaction with the referral process.
Case Staffings/Consultation	Staffing/consultation participants will be surveyed bi-annually for satisfaction.	Staffing/consultation survey will indicate 90% satisfaction with the quality of services provided and will reveal an increase in student performance.
Respite and Resources	Student Asset Survey bi-annually.	Students will report increased assets in the areas addressed in the plan by 20%

3.B. Assessment methods to measure gains in student performance: Assessment methods will be aligned with the Michigan Curriculum Framework Standards-Based Reform/Assessment Standards: Organization of Information, Consideration of Alternatives, Disciplinary Content, Disciplinary Process, Elaborated Communication, Connections Beyond Classroom, and Real Audience. The Wraparound Worker will work closely with general and special educators to monitor students performance. This will take place through collateral contacts, and case staffing and consultations.

There are four local school districts in LCISD, and Wraparound provides services in each of them. Consultations will evaluate each assessment tool used by the general and special education teachers of each participating student. Workers will work across Local District lines and will individualize their work schedules to accommodate families and school staff. Workers will use the Newmann Standards to evaluate specific assessment tools in the district that the student is attending. This tool determines which items on the assessment meet the any number of the Assessment Standards mentioned in the previous paragraph.

Approximately 25 students will be assessed, with the minimum being 20. At intake, the child will be assessed using the Child and Adolescent Functional Assessment Scale (CAFAS: Hodges, 1994) to assess impairment by determining the negative effect of problem behaviors and symptoms on child functioning. The CAFAS subscales assess the child's role performance in school, at home, and in the community; behavior toward others; moods and self-harmful behavior; substance abuse; thinking and cognition. CAFAS also assesses the caregiver by determining the family's material needs, level of social support, and family composition.

The timeline for administering the CAFAS is at intake, and every six months.

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Office of Special Education and Early Intervention Services

Part B: IDEA 97

**2003-2004 Personnel Development (PD) Mini-Grant Application
BUDGET**

The purpose of this project is to improve the performance of students with disabilities.

Functions	Requested Funds From OSE/EIS	In-Kind Funds	Other Sources	TOTAL
Stipends/Fees/Honorarium (NOT SALARIES)	1,500	0	N/A	1,500
Travel In-State	0	5,000	Local Child Care Fund	5,000
Printing	0	1,000	Local Foundation Funds	1,000
Equipment Rental Maintenance	0	0	N/A	0
Supplies/Materials	1,500	5,000	Strong Families Safe Children	6,500
Other Professional Services	2,000	15,000	Local Child Care Fund	17,000
TOTAL	5,000	21,000		GRAND TOTAL 26,000

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2003-2004 Personnel Development (PD) Mini-Grant Application
BUDGET Breakdown of OSE/EIS funds

The purpose of this project is to improve the performance of students with disabilities.

Function:

Stipends/Fees/Honorarium: These will include stipends for parents to participate in evaluation parent panels, for parents to present at State Wraparound conference, fees for children to attend camp, to reward children and families for success.

Travel In-State: N/A

Printing: N/A

Equipment

Rental Maintenance: N/A

Supplies/Materials: These materials would consist of behavioral rewards and incentives that would be consistently part of a plan at home, school, and in the community. It would include items that would provide family support.

Other Professional Services: These expenses are those incurred when no other existing monies are available to pay for the services of tutors, in home respite workers, and professionals providing services to provide family support.